**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: CNSL 5303 VC01 – Social and Cultural Foundations in Counseling

**Campus**

: WBU online

**Term/Session**

**:** Fall 2 2025

**Instructor**

**:** Dr. Stephen Burger

**Office Phone Number**

**:** **:** 501-206-7013 (personal phone, text, call)

**WBU Email Address**

**:** Stephen.burger@wayland.wbu.edu

**Office Hours, Building, and Location**

**: :** No office with online classes. Contact me via WBU email, phone, or Blackboard messages, and I will schedule a chat.

**Class Meeting Time and Location**

**:** Available onBlackboard online 24/7: Log in at least once weekly on the Blackboard site.

**Course Information**

**Catalog Description**

**:**  Study of cultural factors, poverty, ethnicity, ageism, and disabilities and how these factors impact and affect cognitions, emotions, behavior and social interactions in both the school and community setting. Ethical issues related to multicultural aspects of counseling will be addressed as well.

This course is designed to emphasize Social and Cultural Diversity Issues in Counseling by providing a broad understanding of issues and trends in a multicultural and diverse society. This course includes all of the following: Attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; Individual, family, group, and community strategies for working with diverse populations; and Theories of multicultural counseling, theories of identity development, and multicultural competencies.

**There is no prerequisite for this course**.

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**

Counseling the Culturally Diverse:

Theory and Practice Sue John Wiley & Sons, Inc.

9 TH 2022 9781119861904

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:** <<List optional materials recommended to enhance student learning>>

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Discuss the relevance of diversity from an individual, group, and global perspective
* Explain the theoretical and practical models pertaining to diversity issues in counseling
* Evaluate research related to racial-cultural issues
* Utilize critical thinking skills by applying content to contemporary racial-cultural issues
* Demonstrate self-awareness around diversity issues

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation polies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

[[Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

1. [Generative AI tools usage encouraged and may be actively assigned in coursework.](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)
   1. [Us of generative AI tools is actively encouraged and incorporated in to specific assignments for this course.](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)
   2. [Use of generative AI tools for assignments in brainstorming, content understanding, or revision to work is perfectly acceptable is cited and referenced properly in any submitted work for the course.](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)
   3. [Use of generative AI is encouraged as long as students understand the use of generative AI in the course is to be an assistance tool and not the generator of assignments and submitted work. Ultimately, all submitted wor must still reflect student’s own work, understanding, and analysis.](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)
   4. [Specific parameters for generative AI usage provided by the instructor.](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)
   5. [Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonest.](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, [hammerr@wbu.edu](mailto:hammerr@wbu.edu) or call (806) 292-9150.

**Course Requirements and Grading Criteria**

### **Breakdown of determining course grade: Remember this is only 8 weeks long!**

**Quizzes:** There are eight open-book quizzes. These quizzes cover your readings in your textbook.

**Discussions:** There are Ten (10) Discussions in which you are required to participate in the discussion forum.

**Reflection Papers:**  There are two reflection papers for this class. You may participate in the experience as early in the term as you would like. There are due dates for these papers, be sure and check those dates. For the first reflection paper, you will attend an LGBTQIAPD-friendly gathering. For the second reflection paper, you will need to attend a religious service, not of your own religion. Your reflection paper will document your experience according to the guidelines given for the assignment. They both must be finished by the end of the term!

**Final Exam:** The final exam will be taken during finals week. The exam will be made up of questions from the previous eight quizzes.

**Assignments:**

* Eight Quizzes worth 50 points each for a total of 400 points
* Ten Discussions worth 20 points per discussion for a total of 200 points
* Two reflection papers worth 150 each for a total of 300 points
* Final Exam worth 200 points
* The total possible points in the class is 1100 points

**Break down for the grade is as follows:**

100% -90% 1100-990 points is an A

89% - 80% 989-880 points is a B

79% - 70% 879-770 points is a C

69% - 60% 769-660 points is a D

59% -0% 659-0 is an F

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule**

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| **Week** | **Due Date** | **Chapters** | **Subject/Assignments** |
| **1** | **October 18** | **1,2,3** | **Part 1: The Affective and Conceptual Dimensions of Multicultural Counseling/Therapy**  **Discussion Board 1;**  **Quiz 1** |
| **2** | **October 25** | **4-5** | **Part II: The Political Dimensions of Mental Health Practices**  **Discussion Board 2**  **Quiz 2** |
| **3** | **November 1** | **6-7** | **Part II continued**  **Part III: The Practice Dimensions of Multicultural Counseling**  **Discussion Board 3**  **Quiz 3** |
| **4** | **November 8** | **8-9** | **Part III continued**  **Discussion Board 4**  **Quiz 4** |
| **5** | **November 15** | **10-12** | **Part III continued**  **Part IV: The Racial/Cultural Identity Development in Multicultural Counseling and Therapy**  **Discussion Board 5**  **Quiz 5**  **Reflection Paper 1 due** |
| **6** | **November 22** | **13-24** | **Part V: Understanding Specific Populations (counseling LGBT; counseling older clients; and counseling women)**  **Discussion Board 6 & 7**  **Quizzes 6 & 7** |
|  | **November**  **24-29** |  | **Thanksgiving week** |
| **7** | **December 6,** | **13-24** | **Part V continued (Counseling and Poverty, Counseling persons with disabilities)**  **Discussion Board 8 & 9**  **Quiz 8**  **Reflection Paper 2 due** |
| **8** | **December 13** | **All** | **Discussion Board 10**  **Final Exam** |